I. Course Description

CNEP 6315 Professional, Legal, and Ethical Issues in Counseling This course provides an in depth examination of professional, ethical, and legal issues in counselor education and the behavioral sciences. Major issues, including ethical and legal concerns, standards of conduct, and codes of ethics are covered. The NBCC, ACA, IAMFC, ASCA and the Texas LPC Codes of Ethics along with ethical decision making models are critiqued. The seminar focuses on current and future issues concerning the profession. A Professional Development Plan is required including; local, state & national organization membership goals, attendance plans for local/ state/national meetings, conference presentation plans, research agendas, publishing agendas, plans for teaching under supervision, plans to develop supervisory skills, and personal wellness plans. The course emphasizes faculty/student collaboration and serves as an orientation to the doctoral program.

II. Rationale

This course is designed to provide the professional foundation for doctoral students. Students develop a Professional Development Plan that guides them throughout their course of study.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

A. School Counselor (State Adopted)
   1. Learner Centered Knowledge
   2. Learner Centered process
   3. Learned Centered Professional Development
   4. Equity in Excellence for All Learners
   5. Learner Centered

B. Professional Counselor (Academic Competencies required by Texas State Board of Licensed professional Counselors)
   1. Counseling Methods/Techniques
   2. Social, Cultural, and Family Issues
   3. Ethics and Professional Issues

C. Marriage and Family therapist (Academic Areas required b the Texas State Board of Examiners of Marriage and Family therapists)
   1. Assessment and treatment in family therapy
   2. Ethics and professional issues
3. Human development
4. Family studies

IV. TExES Competencies

A. 001 Human Development
B. 002 Environmental Influences
C. 003 Diversity
D. 004 Program Management
E. 005 Developmental Guidance Program
F. 006 Responsive Services
G. 007 Individual Planning
H. 008 Assessment
I. 009 Consultation and Collaboration
J. 010 School Home Relationship
K. 011 School-Community Relationship
L. 012 Ethical, Legal, and Professional Standards

V. Course Objectives and Learning Outcomes

Students will search and discuss important professional issues, including legal/ethical, that are relevant in counseling and counselor education. (measured by a satisfactory rating of critiqued articles). Students will critique ethical codes. (measured by a satisfactory rating of critiques) Students will identify and critique several ethical decision making models. Students will demonstrate professional commitment. (measured by participation at 3 conferences, seminars, or workshops) Students will demonstrate professional planning skills. (measured by a satisfactory rating on the individual IDP”s). Students will demonstrate presentation skills. (measured by a satisfactory rating of their class presentations) Students will demonstrate knowledge of legal and ethical issues, including codes of ethics. (measured by the ratings on the final examination knowledge-based rubric).

(CACREP Standard B-1) Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations. (ratings on issues presentation rubric).

(CACREP Standard B-3) Participate in appropriate professional counseling organizations. (IDP REVIEWS)

(CACREP Standard C-7) Ethical and legal considerations in counselor education and supervision (e.g., ACA Code of Ethics, other relevant codes of ethics, standards of practice) (final exam rubric)

(CACREP Standard C-3) Understands ethical, legal, and multicultural issues associated with counselor preparation training. (final exam rubric)

(CACREP Standard F-3) Demonstrates professional writing skills necessary for journal and newsletter publication. (projects completed)
VI. Course Topics

The major topics covered in this course are: professional development planning, professional topics, ethics, and legal issues.

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Methods (lecture/discussion, guest speakers; videos)
B. Student presentations (critiques and discussion)
C. Professional reporting (workshops, conferences, publishing, teaching)

VIII. Evaluation and Grade Assignments:

A. The methods of evaluation and criteria for grade assignments are as follows:

1. Participation in Class: 10 pts
   Much of the learning in the course occurs in the context of discussion, demonstration, and class activities. Students are expected to be on time and actively participate in class. Students with more than 5 hours of absences (for any reason) will have their final grade dropped one letter for the semester.

2. The Professional Development Plan: 15 pts

3. Professional Meetings: 10 pts
   Attend 3 local, state, or national professional meetings. Write a short (200 word) reaction paper for each meeting. Be prepared to share in class.

4. Journal Article Critiques: 15 pts
   Select and critique three (2000-present) journal articles examining current issues in the behavioral sciences, including legal and ethical concerns. In the 1 1/2-2 page critique include (a) purpose of the article, (b) significance (c) methodology (d) findings & conclusions (e) applicability according to the scientist-practitioner model. Be prepared to discuss in class.

5. Power Pt. Presentation// Research Article: 20 pts
   Students will present on a topic of their interest after a comprehensive review of the literature. Presentations should be of a quality so they generate an article for targeted journals. (30-45 minutes)

6. Knowledge-based Examinations 30 pts

B. Grading Scale
A = 90-100 pts
B = 80-89 pts
C = 70-79 pts
D = 60-69 pts
IX     Course Schedule and Policies

Course Schedule:  CNEP 6315

SESSION TOPICS

1. General Orientation for Doctoral Students
2. Overview: Meeting Advanced Doctoral Students, (The PDP)
3. Research: Library search tools & assignments
4. Ethics Lecture, Article Critiques
5. Lecture Ethics/Legal Issues, Article Critiques
6. Lecture Ethics/Legal Issues, Ethical Code Critiques
7. Guest presenter, Licensure Bd. Presentation plans
8. Special Topics presented; examples: EMDR, Crises Counseling
9. Special Topics Presented; examples: Psychopharmacology, Advocacy
10. Special Topics: The Doctoral Dissertation, Research, Publishing
11. Power Pt. Presentations in class
12. Power Pt. Presentations in class, Sharing of meetings attended
13. Power Pt. Presentations in class (exams distributed)
14. Power Pt. Presentations in class
15. Wrap up, Presentations if necessary (Examinations returned & in class exam).

X. Textbooks

   Required:


   Recommended:


XI. Bibliography: Articles referenced online
XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in 116 Corpus Christi Hall.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XIV. Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.